

SAFER SCHOOLS AND CAMPUSES BEST PRACTICES CLEARINGHOUSE

- Lessons from the Field -

Supporting the Social and Emotional Learning Needs of Afghan and Other Newcomer Students

MARCH 16, 2022



NCSSLE Website

[HTTPS://SAFESUPPORTIVELEARNING.ED.GOV](https://safesupportivelearning.ed.gov)



National Center on Safe Supportive
Learning Environments

Engagement • Safety • Environment

About



SCHOOL CLIMATE IMPROVEMENT ▾

TOPICS ▾

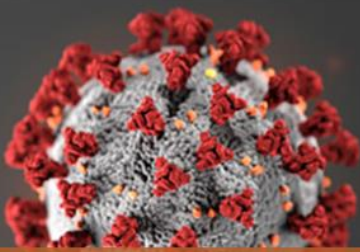
EVENTS ▾

RESOURCES ▾

TA SERVICES ▾

STATE PROFILES

RESOURCE



Plan, Prepare, and Respond to the Coronavirus

TOOLKIT



Leverage Reset Opportunities to Help Students and Staff Thrive

REPORT



Take Action and Protect Youth Mental Health

GUIDE



Support the Safety of In-Person Learning for Students and Staff

REPORT



Learn About Students' Experiences with Bullying and Hate Crimes

FEATURED EVENTS

UPCOMING



Fortifying the Work: Towards Anti-Oppressive Practices for Early Career Teachers

February 10, 2022 - 3:00 PM EST

MORE

PAST



Webinar: Role of Community Engagement Specialists

January 27, 2022 - 1:00 PM EST

MORE

PAST



Human Trafficking Webinar Series: Effective Engagement of Individuals with Lived Experience

January 26, 2022 - 3:00 PM EST

MORE



School Climate Improvement Resource Package



ED School Climate Surveys



Trauma-Sensitive Schools Training Package



Building Student Resilience Toolkit



Human Trafficking in America's Schools



Improving Higher Education Learning Environment



Supporting Trauma Recovery



Promoting Mental Health



Responding to Covid-19

To access information and archived materials from previous Lessons from the Field webinars, go to:
<https://safesupportivelearning.ed.gov/lessons-field-webinar-series>



Logistics

Zoom Control Panel

Audio Settings ^



Chat



Raise Hand



Q&A

Leave Meeting

Technical Issues

For assistance during the webinar, please contact
Shoshana Rabinovsky at srabinovsky@air.org.

This webinar is being recorded and will be archived at the following location:
<https://safesupportivelearning.ed.gov/events/webinar/lessons-field-supporting-social-and-emotional-learning-needs-afghan-and-other>

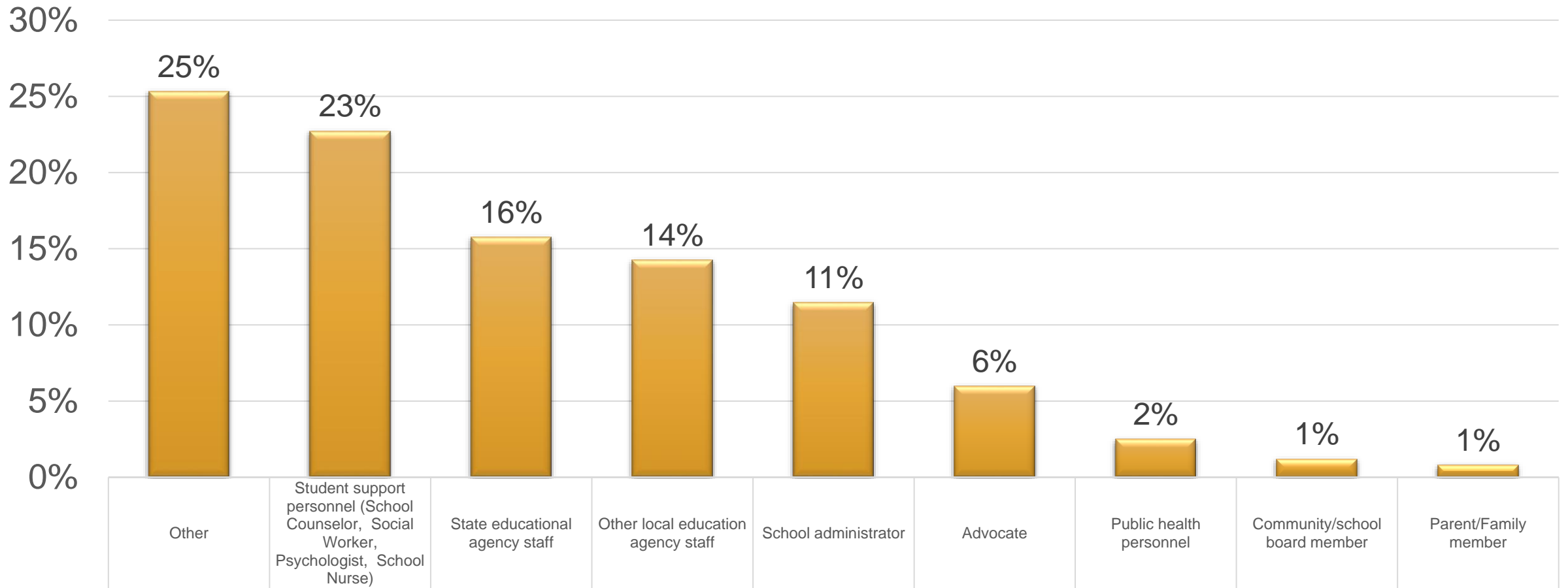


The content of this presentation does not necessarily represent the policy or views of the U.S. Department of Education, nor does it imply endorsement by the U.S. Department of Education.



Registration Polling Question Results

WHAT BEST DESCRIBES YOUR ROLE?





Agenda

- 1 Introduction and Logistics
- 2 U.S. Department of Education Welcome: Ruth Ryder
- 3 Student Mental Health Considerations: Kabrillen Jones
- 4 Approaches to Support the Social and Emotional Learning Needs of Afghan and Other Newcomer Students: Jorge Verlenden, Ph.D.
- 5 Understanding Forced Displacement and Taking a Strength-Based Approach: Shereen Naser, Ph.D.
- 6 Panel Discussion
- 7 Wrap Up & Closing



Speakers

Jessica Swan,
Ph.D.

Education Program Specialist, Office of English Language Acquisition, , U.S. Department of Education

Ruth Ryder

Deputy Assistant Secretary, Office of Elementary and Secondary Education, U.S. Department of Education

Kabrillen Jones

Chief of Staff, Office of Special Education and Rehabilitation Services, U.S. Department of Education

Jorge Verlenden

Behavioral Scientist, Centers for Disease Control and Prevention

Shereen Naser,
Ph.D.

School Psychology Program, Cleveland State University

Lysette Lemay

Community Partnerships Coordinator, Elk Grove Unified School District

Lisa
Levasseur

Director, Department of Family and Community Engagement, Elk Grove Unified School District

Nate Dunstan

Program Manager for Newcomer and Refugee/Asylee Services, Oakland Unified School District

Molly
Hegwood

Executive Director, Office of English Learners, Metro Nashville Public Schools

Alexandra
Castillo

English Language Learner Coach, Metro Nashville Public Schools

Ali Mastan Ali

Student, Metro Nashville Schools

Bios for the speakers are archived at the following location:

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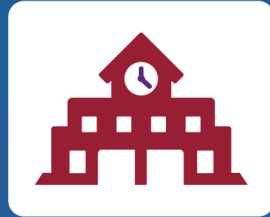


SAFER SCHOOLS AND CAMPUSES BEST PRACTICES CLEARINGHOUSE



Ruth Ryder

DEPUTY ASSISTANT SECRETARY,
U.S. DEPARTMENT OF EDUCATION



SAFER SCHOOLS AND CAMPUSES BEST PRACTICES CLEARINGHOUSE

Kabrillen Jones

U.S. DEPARTMENT OF EDUCATION

Mental Health Defined Centers for Disease Control and Prevention(CDC)

“Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make healthy choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood.”

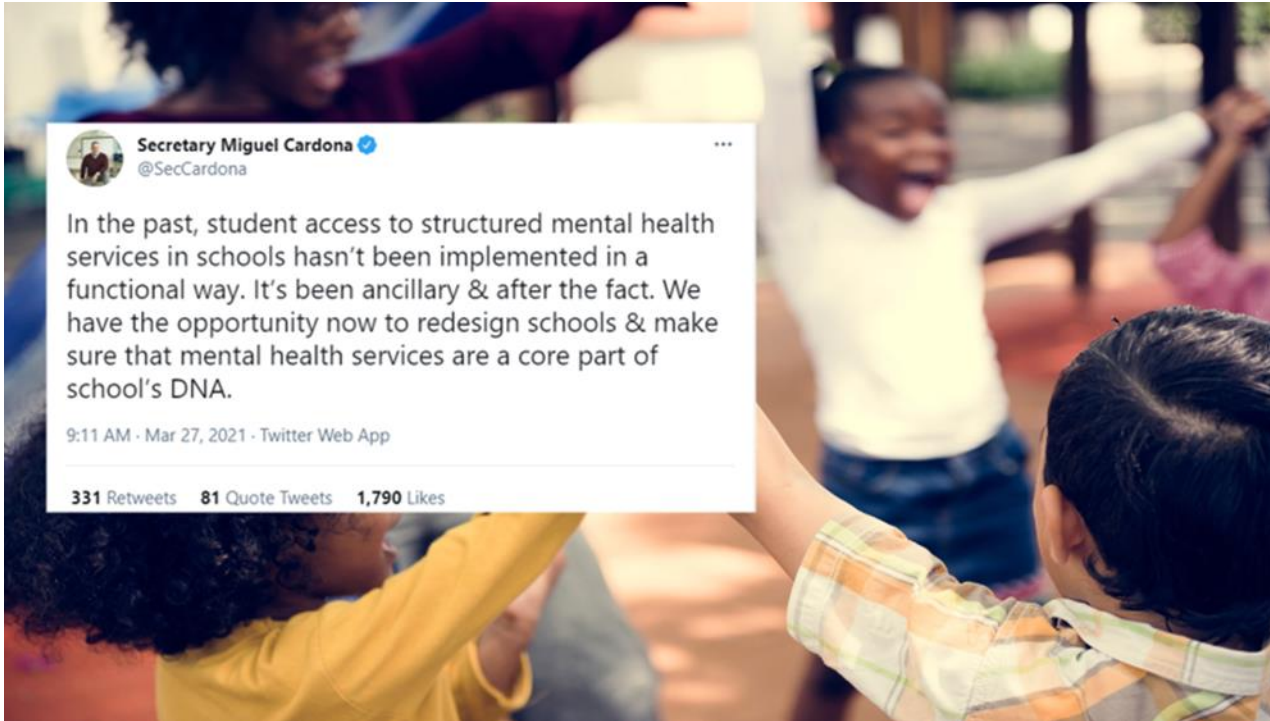


Student Mental Health: An Important Element of Student Success

- **Student mental health** services are not only needed to support the **psychological** well-being of **students**, but they are also an **important** part of academic success and retention.
- Students with high levels of psychological distress are less academically successful: they have more test anxiety, lower academic self-efficacy, and less effective time management and use of study resources (Brackney and Karabenick, 1995).



Commitment to Increasing School-Based Health Supports

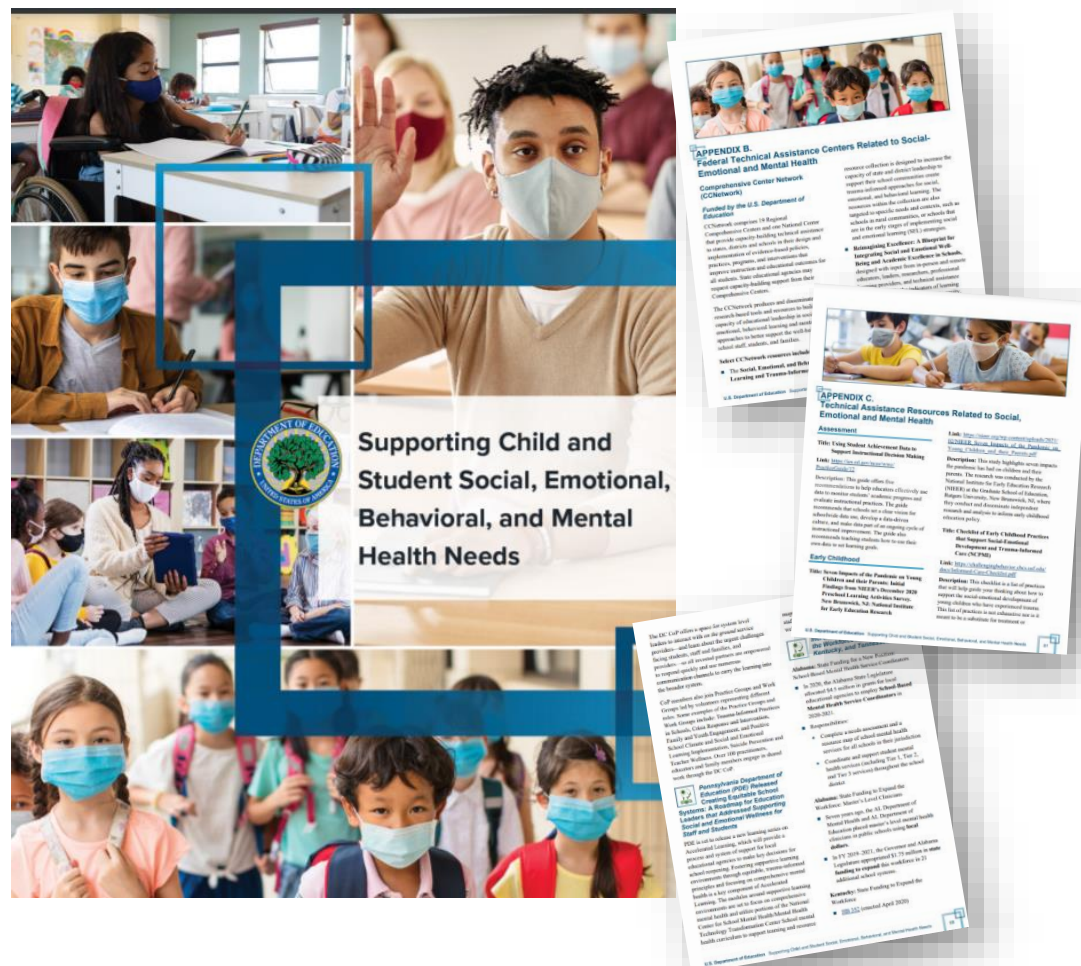


As students have returned to school this fall, supporting their mental health is a top priority for the Biden-Harris Administration.

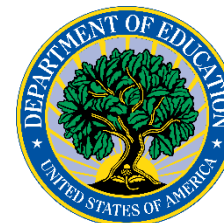
- American Rescue Plan provided **\$122 billion** in relief funds for schools to help them schools reopen and remain open safely and address the academic, social, emotional, and mental health, and academic needs of students.
- Strongly encouraged school districts to use some of these funds to hire **school psychologists, counselors, social workers, nurses** and other health professionals to address the immediate and long-term health needs of students and fund other strategies to support students' mental health.



RESOURCE: Supporting Child and Student Social, Emotional, Behavioral and Mental Health Needs



- Provides information and resources to enhance the promotion of mental health and the social and emotional well-being among children and students.
- This resource highlights **seven key challenges** to providing school- or program-based mental health support across early childhood, K–12 schools, and higher education settings, and presents **seven corresponding recommendations**.
- This resource includes many real-world examples of how the recommendations are being put into action by schools, communities, and states across the country.



Challenges

- Rising Mental Health Needs and Disparities Among Children and Student Groups
- Perceived Stigma is a Barrier to Access
- Ineffective Implementation of Practices
- Fragmented Delivery Systems
- Policy and Funding Gaps
- Gaps in Professional Development and Support
- Lack of Access to Usable Data to Guide Implementation Decisions



Recommendations

- Prioritize Wellness for Each and Every Child, Student, Educator, and Provider
- Implement Continuum of Evidence-Based Prevention Practices
- Leverage Policy and Funding
- Enhance Workforce Capacity
- Use Data for Decision Making to Promote Equitable Implementation and Outcomes
- Establish an Integrated Framework of Educational, Social, Emotional, and Behavioral-Health Support for All
- Enhance Mental Health Literacy and Reduce Stigma and Other Barriers to Access



Additional Guidance

- [Dear Educator Letter and fact sheet](#)
- [Safer Schools and Campuses Best Practices Clearinghouse](#)
- [COVID-19 Handbook, Volume 3: Strategies for Safe Operation and Addressing the Impact of COVID-19 on Higher Education Students, Faculty, and Staff](#)
- [COVID-19 Handbook, Volume 2: Roadmap to Reopening Safely and Meeting All Students' Needs](#)





National Center for HIV, Viral Hepatitis, STD, and TB Prevention

Approaches to Support the Health and Well-being of Afghan and Other Newcomer Students

Jorge M. Vallery Verlenden, PhD, MEd
Behavioral Scientist
March 16, 2022



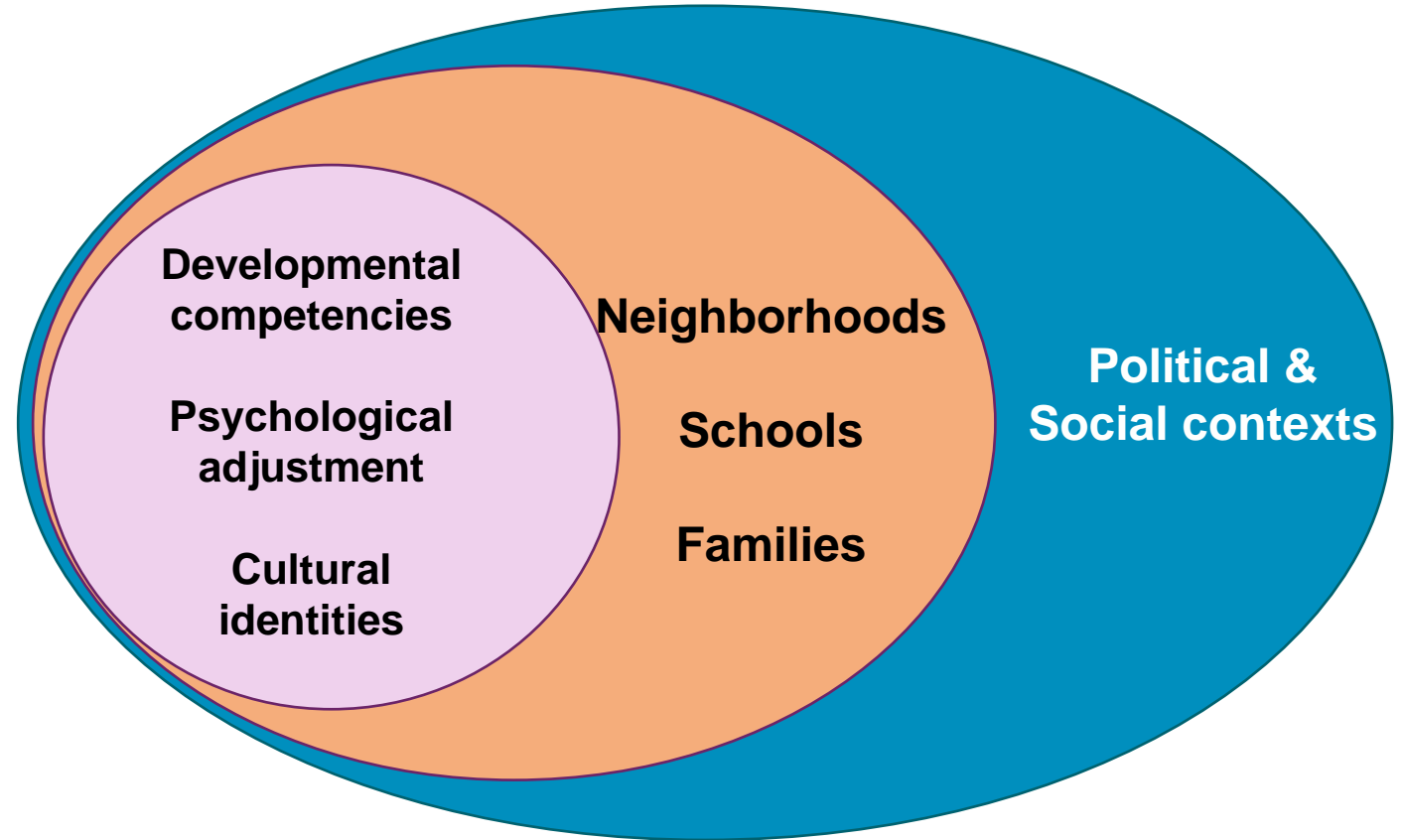
U.S. Department of
Health and Human Services
Centers for Disease
Control and Prevention

Resettlement Challenges and Adaptation Factors



Intersecting Factors in Child and Youth Adaptation

- Housing and food insecurity
- Economic constraints
- Limited social supports
- Cultural incongruencies
- Language acquisition
- Educational disruptions
- Underemployment





Quality Health Education



Developmentally appropriate

Culturally inclusive

Medically accurate & grounded in science

Considerations

- Understanding education may have been severely disrupted
- Providing opportunities for safe conversations with youth and their families
- Considering cultural norms



Highlighted practice: Small-group, wellness-focused, social and emotional learning can assist resettled youth in the development of emotional self-awareness, affect regulation, and healthy decision-making skills.

Sources:



Appropriate Health Services



Health & wellness promotion

Prevention and early intervention services

Targeted health services & linkage to providers

Considerations

- Applying both trauma-specific and trauma-informed approaches
- Linking to the wider healthcare community for support of underlying medical conditions
- Supporting the well-being of care-givers including school staff and leadership



Highlighted practice: Language specific, culturally sensitive audio and visual resources on COVID-19 prevention, symptoms, and self-management can empower decision-making and help families stay healthy.

Sources:

- Arya, N., Redditt, V. J., Talavlikar, R., Holland, T., Brindamour, M., Wright, V., Saad, A., Beukeboom, C., Coakley, A., Rashid, M., & Pottie, K. (2021). Caring for refugees and newcomers in the post-COVID-19 era: Evidence review and guidance for FPs and health providers. *Canadian family physician Medecin de famille canadien*, 67(8), 575–581.
- [About Immigrant, Refugee, and Migrant Health | Immigrant and Refugee Health | CDC](#)
- [What Works: Sexual Health Services | Adolescent and School Health | CDC](#)



Safe and Supportive Environments



**Foster school
connectedness**

**Encourage engagement in
school life**

**Support connection to a
network of caring people**

Considerations

- Recognizing challenges of developing new peer relationships
- Understanding psychosocial and behavioral effects of displacement and trauma
- Being aware of systems of power and privilege
- Applying a strengths approach



Highlighted practice: Proactive management of classroom social dynamics can foster sense of belonging at school and help students feel more connected to peers and teachers.

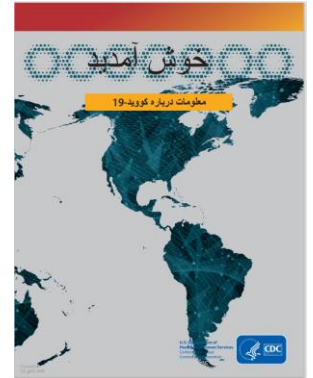
Sources:

- Fazel, M., & Betancourt, T. S. (2018). Preventive mental health interventions for refugee children and adolescents in high-income settings. *The Lancet Child & Adolescent Health*, 2(2), 121-132.
- [What Works: Safe and Supportive School Environments | Adolescent and School Health | CDC](#)

Resources



- **Immigrant, Refugee, and Migrant Health Resources:**
 - [Immigrant and Refugee Health and COVID-19 Information](#)
 - [Key State Contacts | HHS The Administration for Children and Families](#)
- **CDC Health Resources for Schools, Youth, and Parents:**
 - [Adolescent and School Health](#)
 - [Adolescent Health Resources For Parents](#)
 - [BAM! Body and Mind](#)
 - [Children's Mental Health](#)
 - [Developmental Milestones](#)
 - [Social and Emotional Climate and Learning](#)



For More Information



- Web: www.cdc.gov/healthyyouth
- Twitter: @CDC_DASH
- E-mail: nccddashinfo@cdc.gov
- Telephone: 1-800-CDC-INFO (1-800-232-4636)

The findings and conclusions in this report are those of the authors and do not necessarily represent the official position of the Centers for Disease Control and Prevention



**U.S. Department of
Health and Human Services**
Centers for Disease
Control and Prevention

Thank you





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Dr. Shereen Naser

CLEVELAND STATE UNIVERSITY



Forced
Displacement has
unique implications
for the families we
work with



Stages of Migration for Forcibly Displaced Families

Pre-migration	Migration	Post-migration
<p>Limited agency in choosing to stay or leave</p> <ul style="list-style-type: none">• famine• violence• oppressive regimes• persecution• natural disaster	<ul style="list-style-type: none">• living conditions within temporary placements• disconnection from family members• Increased vulnerability	<ul style="list-style-type: none">• economic hardship• language barriers• social isolation• discrimination

What does it
take to move
through forced
displacement
and survive?



Our first instinct is to ask “What are you missing?”



Strengths- based Approaches

A strength-based approach asks, “What do you have?”

Rooted in positive
psychology

Honors the complexity of
the human experience

Focuses on a holistic, multi-
disciplinary approach to
school-based supports

Permeates areas of support
(practice and policy)



Emphasize the context as a barrier and not the student when
considering lack of resources, or supportive policies.

The student and family are partners in navigating supports

Student Cultural Differences in Schools are a Strength!

CASEL Standard	Common Core Standards (5 th grade)
<p>Social Awareness</p> <p>The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.</p>	<p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>



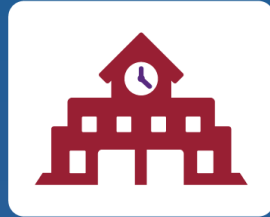
Student Cultural Differences in Schools are a Strength!

The chance to share stories and build connections supports mental health for forcibly displaced youth.

A photograph of a classroom activity. A male teacher is seated at a table, interacting with three students. The students are two girls and one boy, all wearing face masks. They are working with colorful geometric blocks (squares and triangles) on a table. The teacher is holding a clear plastic cup and pouring blocks into it. The students are looking at the blocks and the teacher. The background shows a classroom setting with a whiteboard and shelves.

Student Cultural Differences in Schools are a Strength!

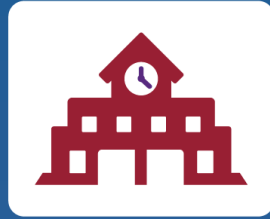
Our job is to give them the space to share who they are and give students the chance to connect with each other.



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Panel Discussion

LESSONS FROM THE FIELD

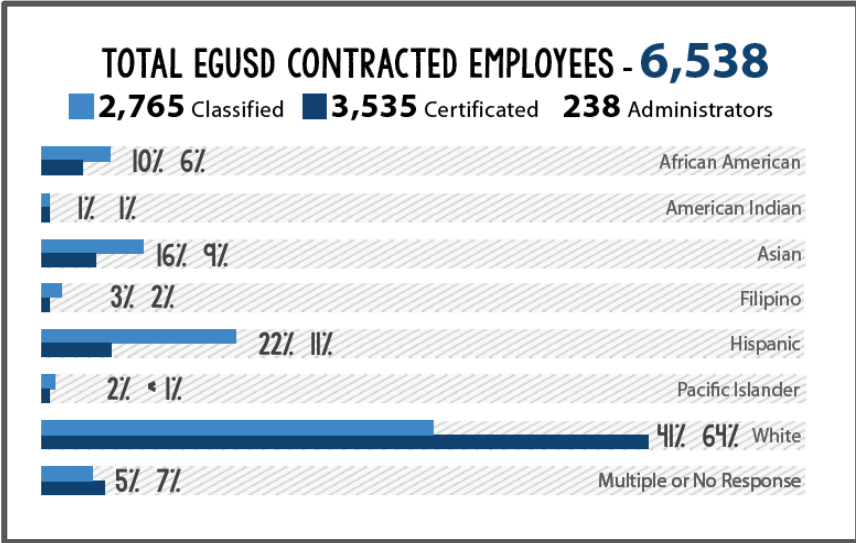
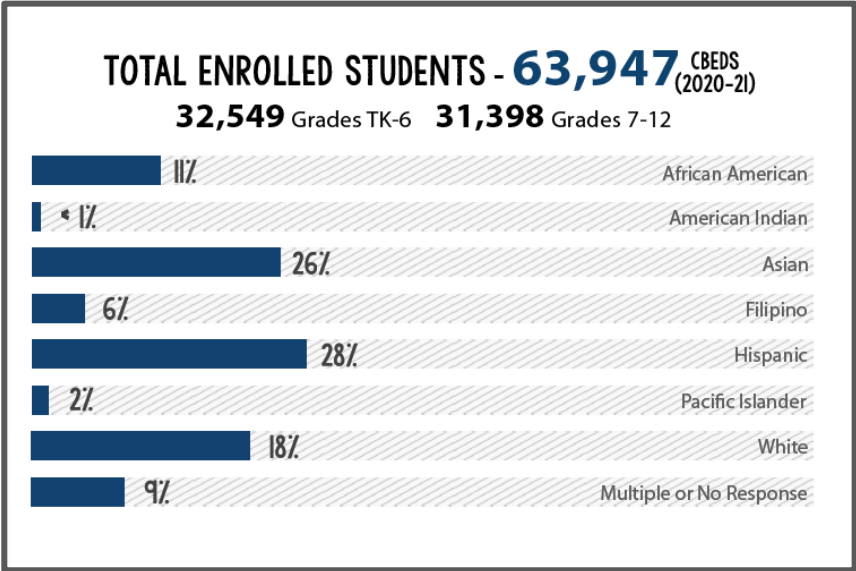
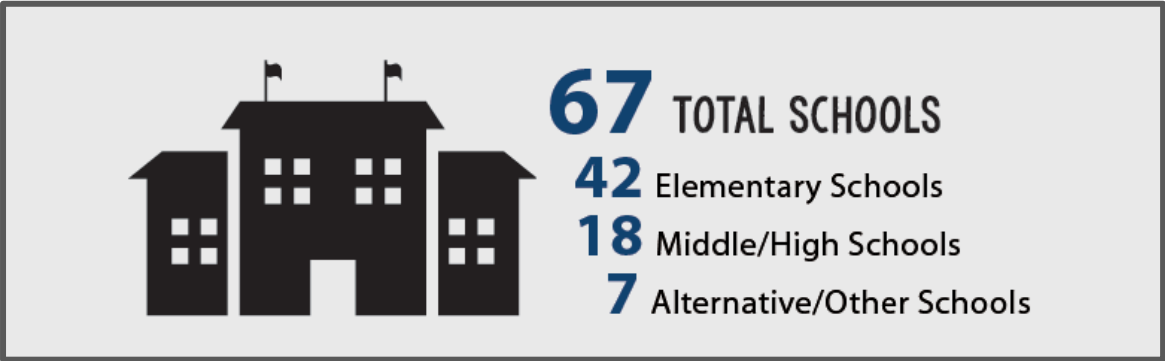
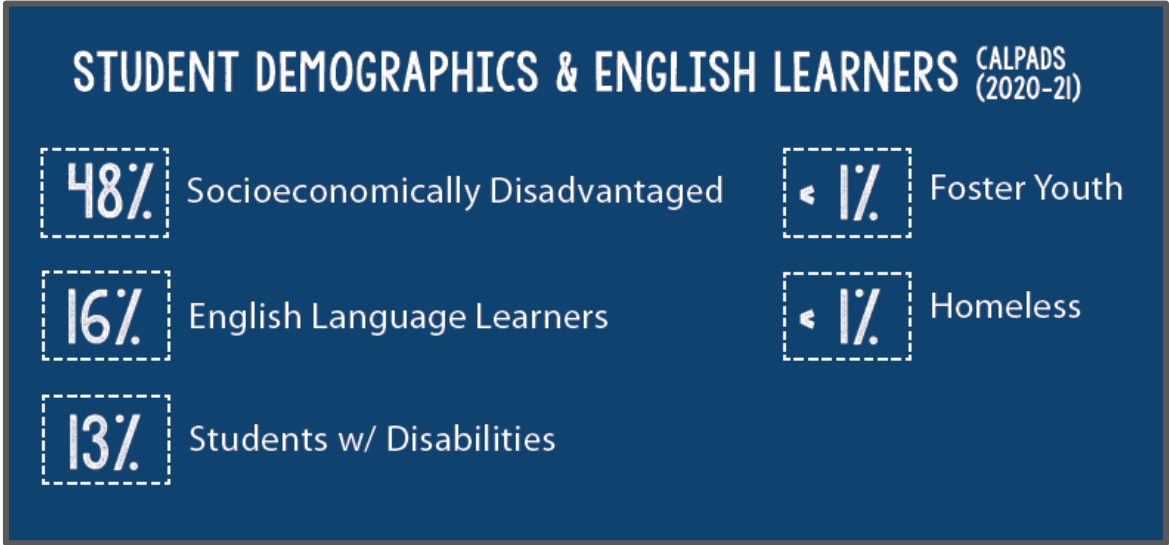


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Elk Grove Unified School District

COMMUNITY INFORMATION & APPROACH

Elk Grove Unified School District (EGUSD)



Landscape of EGUSD

Sacramento
region **#1** in
state for
refugees

Schools and
teachers need
support

Connecting
families to
resources

1511
Newcomers
currently in
EGUSD

1190
Afghan
students

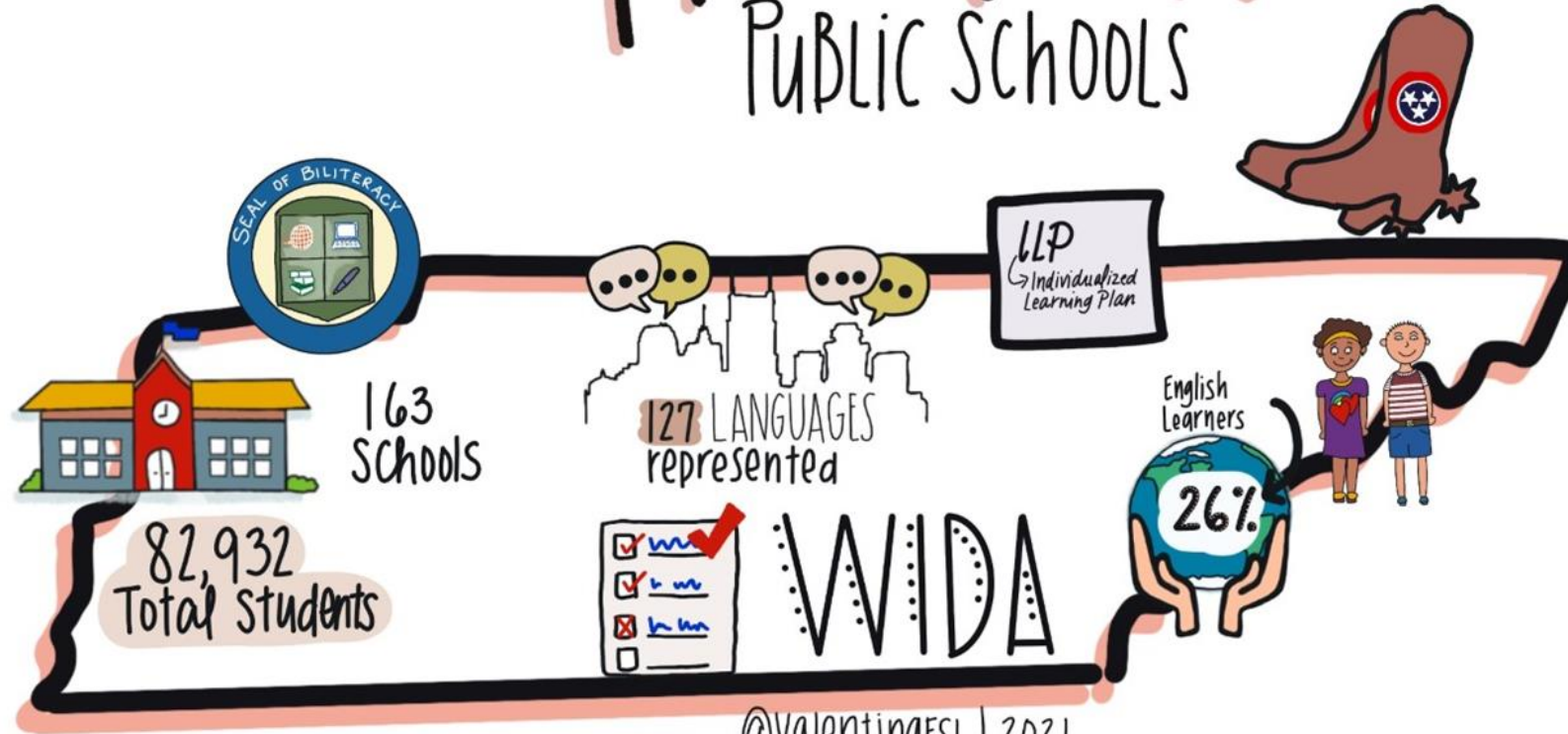


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Metro Nashville Public Schools

COMMUNITY INFORMATION & APPROACH

English Learners in Metro Nashville Public Schools



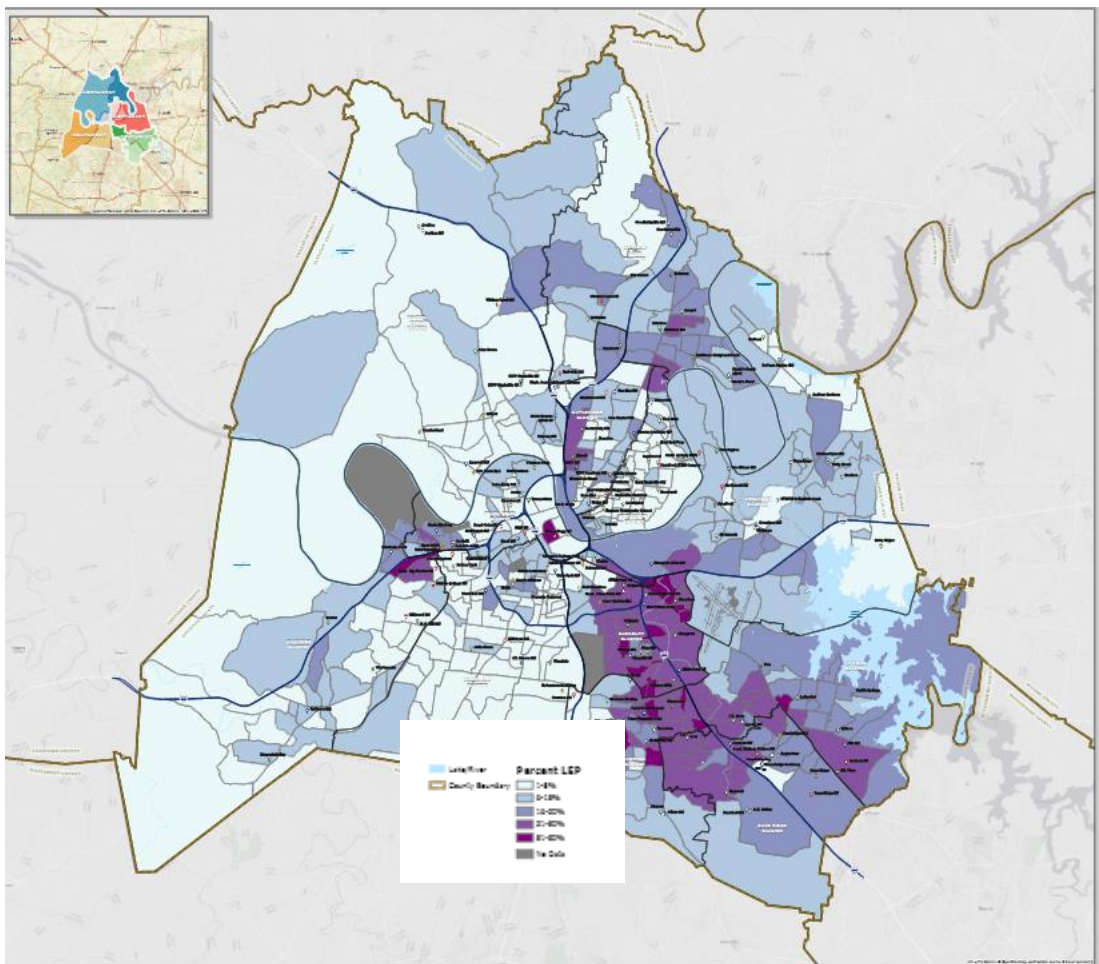
@ValentinaESL | 2021

 Tennessee

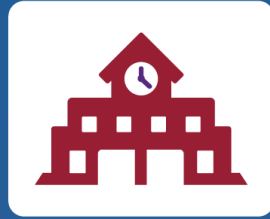
MNPS Recently Arrived English Learners

- 2,185 students in grades 1-12 have been in US schools less than 1 year.
- 124 of our 200 students from Afghanistan in MNPS have enrolled in the last 5 months.
 - 106 students speak Dari.
 - 94 students speak Pashto.

Where Are English Learners Living in Davidson County?



Quadrant	% EL
Southeast	49%
Southwest	26%
Northeast	16%
Northwest	8%



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Oakland Unified School District

COMMUNITY INFORMATION & APPROACH

Newcomers in OUSD

Of the 34,239 students in OUSD, **3,001** are newcomers (almost 9%).

1,488 from Guatemala

507 El Salvador

211 Honduras

195 Mexico

181 from Yemen

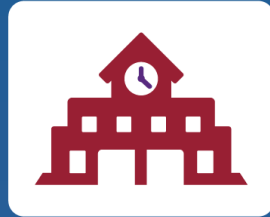
115 from Afghanistan (of which 56 are newcomers and 20 who arrived since summer 2021)



Majority of our students
come from the Northern
Triangle

Afghan Newcomers in OUSD

- Placed students aged 14-18 in 9th grade unless they have transcripts from their high school in Afghanistan.
- Placed students over 18 in high school if they have transcripts.
- Coordinated immunizations (to extent possible) with resettlement agencies.
- Coordinate non-academic supports with resettlement agencies and local community based organizations (primarily Refugee & Immigrant Transitions and Soccer Without Borders).
- Maintain Afghan email listserv for English speakers with email addresses.



SAFER SCHOOLS AND CAMPUSES BEST PRACTICES CLEARINGHOUSE

Panel Discussion

LESSONS FROM THE FIELD







SAFER SCHOOLS AND CAMPUSES BEST PRACTICES CLEARINGHOUSE

U.S. Department of Education Closing Comments

JESSICA SWAN, PH.D.



Feedback Form



SAFER SCHOOLS AND CAMPUSES
BEST PRACTICES
CLEARINGHOUSE

[NCSSE] 2022 - Lessons from the Field - Supporting the Social and Emotional Learning Needs of Afghan and Other Newcomer Students

Thank you for attending the webinar, *Lessons from the Field - Supporting the Social and Emotional Learning Needs of Afghan and Other Newcomer Students*, on March 16, 2022. To best serve you, we would greatly appreciate receiving your feedback on the webinar.

1. Prior to the webinar, how knowledgeable were you about the webinar's topic?

☐ Not At All Knowledgeable

☐ Somewhat Knowledgeable

☐ Very Knowledgeable

2. Overall this webinar was a good use of my time.

☐ Strongly Disagree

☐ Somewhat Disagree

☐ Somewhat Agree

☐ Strongly Agree

3. This webinar improved my understanding of the covered topic.

☐ Strongly Disagree

☐ Somewhat Disagree

☐ Somewhat Agree

☐ Strongly Agree

[HTTPS://WWW.SURVEYMONKEY.
COM/R/LFTF SESSION20](https://www.surveymonkey.com/r/LFTF_SESSION20)

Thank You!

Should you have any questions, please contact us at NCSSLE@air.org or 800-258-8413. We are happy to help!

NCSSLE Website

<https://safesupportivelearning.ed.gov>

Best Practices Clearinghouse

<https://bestpracticesclearinghouse.ed.gov/>

Next Lessons from the Field Webinar: March 30, 2022